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ABSTRACT

This study analyzes the sociocultural factors that affect translations of the Dewey Decimal Classification system (DDC) from English into four other languages, i.e., Arabic, Farsi, Hindi, and Turkish. The study was performed in three stages: each entry in each translation was compared with the edition of DDC on which it was based; each class of each translation (except classes 000 Generalities, 500 Pure Sciences, and 600 Technology) was compared and analyzed with its respective English DDC edition; and the adaptations in each class of all four translations of DDC and their English DDC editions were compared and analyzed. Specific attention was paid to the religion of Islam and its effect on the adaptations not only in class 200 Religion, but also in classes 300 Social Sciences, 700 The Arts, and 900 History and Geography. The study also includes a review of the impact of adaptation in the various translations on the edition of DDC that followed these translations. The study demonstrated that: (1) sociocultural factors--e.g., religion, language, customs, and history--are the cause of most of the adaptations; (2) the same concepts were often adapted by all of these translations, but the methods of adaptations and the notations used were not always compatible; and (3) although the DDC options or provisions for local emphasis are useful, they are not always the most suitable and are often ignored by the translators. The study also provides guidelines and instructions for standardization of future foreign language editions of DDC. (Author/THC)

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Adaptations of DDC in the Middle East

by

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ABSTRACT

This study analyzes the sociocultural factors that affect the adaptations of the Dewey Decimal Classification (DDC) in its translations from English into other languages, more specifically into Arabic, Farsi, Hindi, and Turkish. The purpose of the study was to find general and specific guidelines for making the future foreign language editions/translations of DDC more standardized and compatible with each other.

The study was performed in three stages: (1) In order to find specific adaptations, each entry in each translation was compared with the edition of DDC on which it was based. (2) Each class of each translation (except classes 000 Generalities, 500 Pure sciences and 600 Technology) was compared and analyzed with its respective English DDC edition. (3) The adaptations in each class of all four translations of DDC and their English DDC edition were compared and analyzed.

Specific attention was paid to the religion of Islam and its effect on the adaptations not only in class 200 Religion, but also in classes 300 Social Sciences, 700 The Arts, and 900 History and Geography. The study also included a review of the impact of adaptations in the various translations on the edition of DDC that followed these translations.[1]

The study demonstrated the following: (1) Sociocultural factors—such as religion, language, customs, history, etc.—are the cause of most of the adaptations. (2) Since the translations studied are aimed at serving the countries which share common sociocultural features, the same concepts were often adapted by all these translations, but the methods of adaptations and the notations used are not always compatible. (3) Although the DDC options or provisions for local emphasis are useful, they are not always the most suitable ones, and are often ignored by the translations. Finally, the study provides guidelines and instructions for standardizations of future foreign language editions of DDC.

ADAPTATIONS OF DDC IN THE MIDDLE EAST

In the countries of the Middle East, the lack of a simple standard classification system is compounded by the problem of having to use classification systems which are designed to meet the requirements of Western countries. Among the better known classification systems, three are more often used in the Middle East—namely, the Universal Decimal Classification (UDC), the Library of Congress Classification (LC), and the Dewey Decimal

Classification. Among the above three, the use of DDC in the Middle East far exceeds that of the other two. The unabridged and abridged editions of DDC, as well as its translations and adaptations, are used in many countries of the world. However, the majority of the Middle Eastern classification systems use translations of the Dewey Decimal Classification or adaptations of its translations. They usually adapt various areas of this scheme in order to make it more responsive to their classification needs. However, since each country prepares the adaptations independently of the others, there is no consistency in the translated/adapted versions of DDC. Therefore, the problems of inadequate systems used are further compounded by the problems of different systems being used in neighboring countries. The purpose of this study is, therefore, to help improve the standardization and congruence among the classification systems used in this region. Clearly, this study cannot hope to investigate all the problems that have prevented the development of a truly universal classification system. The problems involved in the construction of a universally acceptable scheme have not yet been clearly identified and some researchers even claim that such a system is neither possible nor desirable.[2] Nevertheless, two universal ordering systems exist—namely, the Dewey Decimal Classification and the Universal Decimal Classification. But, although these systems are aimed toward international application, they are generally Western oriented and reveal certain national, religious and cultural biases. Thus, none of these systems has been used without major or minor modifications by Middle Eastern countries.

In order to present a universal classification system acceptable to libraries of the Middle East, all systems used by these libraries, with or without modification, ought first to be studied. Second, the results of this study should be coordinated with the particular area's cultural requirements. And finally, a universal system should be formulated for the whole area. Obviously, assuming that such a project is at all possible, it would be too extensive to be undertaken in a single study. Therefore, in order to improve the congruence among the classifications used in the Middle East, this study considers only one classification scheme, that is, the Dewey Decimal Classification. DDC is used by the majority of the area's libraries, and in particular, modified versions of DDC.

METHODOLOGY

This study is based on a comparative study of various translations, adaptations, or editions of DDC into the Middle Eastern languages, namely, Arabic, Farsi, Hindi, and Turkish. The study has been carried out in the following three stages.

Stage I–Data Gathering. Each of these editions was compared with the specific DDC edition from which the translation had been made. However, not all of the ten main classes of DDC were studied. The reason is that the chances of sociocultural factors affecting changes in areas such as Generalities and Pure and Applied Sciences are very small indeed. Therefore, classes 000, 500, and 600 were not considered. The process shown in figure 1 was followed in the comparison.

The results of the comparisons shown in figure 1 are presented in table 1.

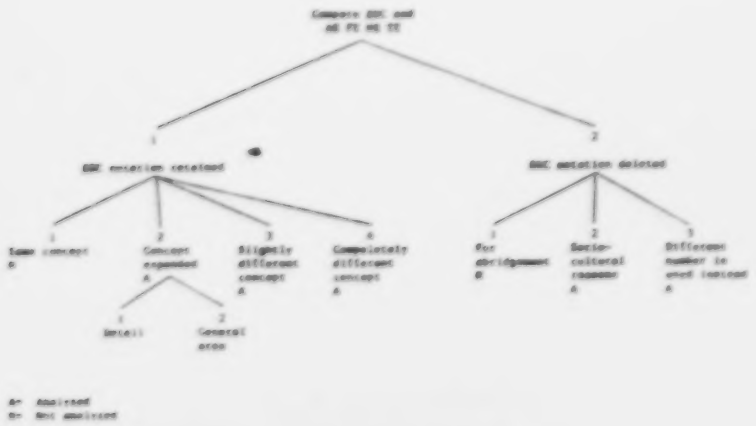

Figure 1. Methodology

Stage II–First Level of Analysis. The data gathered for each edition through Stage I are analyzed in Stage II. This is the first level of analysis between the DDC and each of the foreign editions. Through this study, factors such as important adaptations, similarities and technical problems are highlighted.

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TABLE 1
CATEGORIES OF ADAPTATIONS

(1)	Deletions for Brevity
(2)	Deletions for Sociocultural Reasons
(3)	Additions
(4)	Changes

For each main class—the cases in which deletions may have sociocultural reasons—the additions and the changes of subjects are analyzed. Deletions made for the sake of brevity are not analyzed. Topics which could be classed with the use of "add" instructions accompanying the deleted classes are automatically deleted and cannot be enumerated. This analysis is carried out for all four languages independently.

Stage III–Second Level of Analysis. While Stage II presents a comparative study of each Middle Eastern Edition of DDC (MEDDC) with the respective DDC edition, Stage III presents a comparative analysis of the adaptations, changes, etc. within each class in all these editions. For example, class 200 Religion in each of the four translations of DDC is compared with all other translations of that class and with the English DDC, and the adaptations related to sociocultural situations of the Middle East are noted. This stage ends with introducing a cluster of changes shared by at least two of the MEDDCs that relate to their sociocultural settings.

The Arabic Edition

The Regional Seminar on Library Development in Arabic Speaking States (held 9-18 December 1959, in Beirut, Lebanon) was greatly concerned with the requirements of a classification scheme most suitable for the Arab world. The regional viewpoint led to the following conclusions (Summary Report of the Seminar, 1960):

1. A new classification scheme specially devised for the Arab world is not needed. It is preferable to adapt one of the universally accepted schemes, proven by experience, and thus permit the library to adhere to international practice.
2. The Dewey Decimal Classification should be adopted as the basis for classification in Arab libraries. Its purely numerical system of notation is more suitable in multi-lingual collections such as those in Arab libraries.

1630

3. The sixteenth edition of the Dewey system should be adopted for large- and medium-sized libraries. Condensations of the system should be used for small public and school libraries.
4. For specialized and large research libraries, the Universal Decimal Classification should be adopted.

The sponsorship of this project rested with two Egyptian librarians, Mahmood Al-Sheniti and Ahmad Kabesh, who prepared the Arabic Edition (AE) of DDC. The editors of AE maintained two basic policies: First, that the basic origin and structure of DDC must be maintained throughout the adaptations. Indeed, this is the basic policy that must be followed if the edition is to receive the approval of the Forest Press, the publisher of DDC. Second, the reasons for any form of adaptations must relate to the policy of including Islamic tradition and custom in the scheme. This policy is followed because the edition is intended for the use of Muslim Arabs rather than any specific country.

While staying within the boundaries of the above two policies, four categories of changes or adaptations are made in this edition:

1. Expansions and changes of notations in the subjects of Islam, Arabic language and literature.
2. Partial changes in the subjects of law and administration. The basic reason for such change is that the laws of most Arab countries are based on the French system (Code Napoleon) which does not agree with DDC's American-oriented scheme.
3. Addition of new notations and topics at several areas. Such subjects relate to needs of all Arab countries. Examples of such topics are in the areas of Arabic history and the history of Arab states, under 953 Arabian Peninsula. Yet no attention has been paid to Arab history independent of any specific state.
4. New and different notations are added for Arabic culture (e.g., 189 Islamic Philosophy).

The Arabic edition encouraged the use of the DDC scheme in most Arab libraries in general and reduced the chances of misclassification. Furthermore, AE's attempt to expand the areas of the scheme which relate to Arab culture, language and religion again encouraged the use of this edition by libraries of the Arab world and reduced the chances of several expansions of the same topics being used by several libraries, leading therefore to more standardization.

There are some basic drawbacks, however, which are notable in several classes of this edition. First, the most fundamental problem is the failure of the scheme to provide expansions when needed or expected (e.g., in arts); next its provision of only a small expansion when more detailed ones are needed (e.g., in language and literature). In many instances where topics clearly need to be adapted to local and cultural requirements, AE only provided a simple translation of the eighth edition of abridged DDC.[3]

The Farsi Edition

The importance of language, literature and religion as representatives of national identity for Iranians was the reason for the Tehran Book Processing Center (TEBROC) to find it necessary to expand the relevant sections of DDC to fit the Iranian mold. TEBROC attempted a study of the use of various well-known classification systems for Iranian literature in 1969. The purpose of this research was to find a system most suitable for the variety of Iranian literature, and to the Iranian view of various branches of knowledge. As TEBROC reports,[4] they soon realized that none of the Western classification systems were quite suitable to organize Iranian literature along the lines of its national characteristics. None of them had a structure which recognized the intricacies of the structure of various branches of knowledge as Iranians would recognize such knowledge. Consequently, they decided to expand the sections of DDC which they believed were most needed for Iranian libraries, and at the same time were least suitable for classifying Iranian literature. The areas considered for expansion were: Iranian language, Iranian literature, Islam, history and geography of Iran, and Iranian arts. The holdings of the libraries of Iran in these areas are much larger than those in, for example, science and technology. Most of the books published in Iran are either literary or religious works. The number of scientific books published in Iran before Khomeini was less than 100 per year, including translations.[5]

Although the areas that TEBROC chose to expand will be given due attention, there are a few other areas which need a great deal of revision before they could be useful in Iran. Among these are various subsections of the social sciences. For example, the structure of law in DDC is organized to suit the legal system of the United States and can hardly be useful for Iran; the same is true for education and some other areas. Other MEDDCs have revised these areas in various degrees.

TEBROC attempted to expand specific classes of DDC—as noted earlier—not to build a new classification scheme.[6] With this basic philosophy as the guideline, some of the other principles that TEBROC established are as follows: (1) No notation used in DDC should be used to denote Iranian features and the notations for American literature may not be used for Iranian literature. In some other translations of DDC, such as the Arabic one, this policy is not followed. AE assigned the notation 410 to Arabic language rather than to linguistics as it already was in DDC. There are several reasons that TEBROC did not use 410 for Farsi language: (a) it would have been against the basic philosophy and it would have disrupted the DDC schedules; (b) the expansions could not be revised and edited along with DDC editions; and (c) the expansions would not be used internationally. (2) For each expansion, in addition to the center's research on the topic proper, at least one specialist must be consulted. (3) The expansions must be approved by the Library of Congress and Forest Press before they can be published. (4) Each expansion must be accompanied by its relative index entries. (5) After all the proposed expansions were made, their relative index entries would be interfiled and published as a separate volume.

The most important characteristic of these expansions is that they are intended to follow exactly the principles of DDC. The reason for this was TEBROC's desire to see this work used internationally along with DDC. For the first two classes (Farsi language and literature) TEBROC was able to follow this policy. Partly for this reason, TEBROC chose DDC's letter option for emphasizing Iranian language and literature, thus denoting them with the notation 4F0 and 8F0 respectively rather than 410 and 810 respectively. However, these notations which include the Arabic letter *fa* (for *Farsi*) cannot be easily used internationally. The use of an Arabic letter would hinder the international use of this scheme rather than encourage it. Thus, if TEBROC desired to see these expansions used internationally they should have looked for an alternative to the options provided by DDC.

For the classification of Islam, however, TEBROC found it impossible to present a correct and useful scheme following DDC's outline, thus they had to depart from the DDC yet employ its principles, rules, etc. in forming the structure of the scheme.

The major problems of these expansions can be categorized into the following groups: (1) Relating to the content, there are both errors in the general divisions, such as those exemplified in the language expansion,

and errors relating to some subdivisions, such as order of sects in the Islam expansion. (2) The process of expansion, through expanded notations, does not always follow a clear path and many inconsistencies make the use of the schedules cumbersome. (3) The relative indexes need much revision in order to be comprehensive in covering all the entries listed in the schedules, and in illustrating their relationship.

The Turkish Edition

The Turkish edition (TE) of DDC is an adapted translation of the Standard 15th edition of DDC.[7] It also follows some of the expansions for languages, history, and geography of various countries from the 16th edition of DDC.[8] It was published by the National Education Press in Istanbul (1[illegible]) and authorized by Forest Press.

An important principle carried out in this edition is its attempt to me[illegible] the requirements of the Turkic peoples in general rather than those of o[illegible] Turks of Turkey yet there is still a clear emphasis on the needs of Tura[illegible] This policy is primarily noticeable in class 900 where TE provides a detailed expansion for the history of Turkey.

TE deletes hardly any topics from DDC 15 except where, through revisions or expansions of various subjects, some of the topics are deleted or changed. This is only to be expected in view of the fact that DDC 15 was a severely abridged edition and any further abridgement would have crippled the scheme to such an extent that even small libraries may have found it insufficient for their needs. Also, when DDC 15 classes a topic in two places and recommends to use a specific one, TE deletes both the entry not recommended and its accompanying instructions.

The Turkish edition includes several large expansions of topics that need local emphasis such as Turkish language, literature, history, and Islam. Generally the expansions are quite scholarly and detailed. Yet in some parts they could be improved, especially in respect to their notations.

In addition to the expansions of some topics, TE adds one or a few new Turkic-related topics in many areas. Generally, the expansions accompanied by these topics make various classes quite adequate to meet the local requirements of the Turkic libraries. However, there are some shortcomings that will be considered later.

TE also adds many new topics to DDC 15 that are not necessarily based on the sociocultural needs of the Turkic peoples, but do expand the edition. Such new topics are primarily based on those of DDC 16. For example, TE follows DDC 16 in expanding the divisions for various languages or the history of various countries. It also adds several topics not even listed in DDC 16, an indication that although TE is in most parts a translation of DDC 15, it is a product of careful analysis of DDC 15 and 16.

TE is a translation of DDC 15 with DDC 16 being used for expansion in several areas. This is the first and most important problem with this foreign edition of DDC. It has used a DDC edition which, first, conceptually is the worst edition of DDC. Second, TE is not detailed enough. Third, many of TE's entries are out of date and were completely revised in the later editions. Therefore, no matter how well TE translated and adapted this edition, it is not compatible with the newer editions of DDC and their translations. Of course, this is no fault of the translators of this edition. In fact, the expansions and additions of new topics in this edition are quite scholarly and could be used with minor revisions. Therefore, what is needed is not a new revision of the present TE, but another Turkish translation of the latest edition of DDC. The present TE could be used as a guide and its adaptations could be included with minor revisions.

The Hindi Edition

The Hindi edition (HE) of DDC is a publication of Forest Press. This edition is largely the product of one person's efforts, Prabhu Narayam Gour.[9]

A translation of each Hindi term into English is immediately provided after each term in the schedule. This is very useful not only for researchers outside India, but for non-Hindi-speaking people of India, and even for the Hindi-speaking ones. For as Guha[10] indicates, in many areas of research the English terms still seem more familiar to Indian researchers than their Hindi translations; and it greatly helps the classifier to see the English translation of the terms while trying to classify a literary source by this edition.

The basic value of the Hindi edition of DDC stems from the fact that it not only attempts to meet the needs of Indian libraries, but also (and more importantly) it indirectly promotes the use of the Hindi language as a medium of scholarly communication, and highlights various issues of Indian social, national, religious, and cultural identity. Although over 80%

of the population of India speaks Hindi, the medium of any serious and scholarly publication in this country is still English, not Hindi. Therefore, the scholarly nature of the concepts presented in HE could in fact serve as a glossary of scientific and scholarly terms. It could promote and facilitate the use of the Hindi language for scholarly publications.

As far as the philosophies and principles of DDC are concerned, HE has definitely attempted to stay within the boundaries of DDC, and except for a few instances, it has done so. It presents many expansions which generally are well developed. Yet, through the expansions and all the other forms of adaptations, a variety of conceptual and technical problems arise.

The conceptual problems relate to the structures of the expansions. For example, in the development of religion, the sequence presented for the religions of Indic origin needs to be reconsidered. Also, the Hindi edition fails to expand classes such as customs and folklore which have unique Indian characteristics.

The technical problems are quite numerous. They may be summarized as follows: Inconsistencies in use of terms and their forms of spelling, lack of sufficient summary tables, contradictory deletions and expansions, lack of English translations for a few entries, and printing mistakes.

COMPARATIVE STUDY OF DDC CLASSES

Generally the comparative analysis of the adaptations of various classes attempts to answer the following questions:

1. Whether there are some common topics or themes that are adapted by all or at least more than one Middle Eastern Edition of DDC. Since these foreign editions share many sociocultural characteristics, one of the hypotheses of this study is that there are some common topics which will be adapted by all these editions.
2. Whether the same or comparable adaptations are presented by comparable terminologies in the local editions. Obviously, these editions use different languages, yet if they use comparable terminologies they could be translated into the same or similar English terms.
3. Whether similar adaptations are denoted with comparable notations in various MEDDCs. Of course the adaptations that relate to different countries would have slightly different notations representing the specific country. Yet the same concept adapted by different local editions

should be denoted by the same base notation. Also, if a new DDC class is created by adding more digits to a DDC notation (e.g., Islamic philosophy), all MEDDCs could add the same digits.

4. Whether DDC provides some options or instructions to guide these adaptations. For some topics, such as language and literature, DDC provides options for the local expansion of these topics. For others, such as geographical developments, DDC includes "divide like" or other forms of instructions through which local topics could be added. Yet for many topics (often added by the local editions) no guidelines are provided by DDC.
5. If no options or instructions are given by DDC to adapt the scheme to specific local needs, should such guidelines be provided, and would they be helpful?
6. Whether the specific adaptations in these MEDDCs have made any impact on the DDC editions that have appeared after their publication. In other words, do the more recent editions of DDC include any of the topics added to MEDDCs, revise parts of DDC which are changed by MEDDCs, or provide directions to facilitate such adaptations? Obviously the new topics or revisions in the recent editions of DDC that resemble the adaptations of MEDDCs could be due to the impact of the local editions. Yet these DDC revisions could also be part of the general development of DDC which happens to follow the adaptations in MEDDCs. In fact, as Custer indicates, none of the revisions in the DDC editions 17-19 are due to the impact of the adaptations in MEDDCs even those that are similar to such adaptations.[11] He indicates that such revisions have been made as part of the internationalization program of DDC. Nonetheless, in this study specific adaptations in MEDDCs are compared with the revisions in the recent editions of DDC.

The following is an analysis of the above general questions and some other specific ones. In order to highlight the adaptations—especially the revisions, additions and expansions—such adaptations for each class of all the local editions are represented in a table. Also, in order to facilitate both the study of the adapted notations as well as the new terminologies, both of these components of the adapted classes are expressed in the tables. Following the table for each main class of DDC, the adaptations are then analyzed in light of the above questions and in respect to other necessary considerations.

Class 100—Philosophy

The three MEDDCs presented in table 2 have one basic purpose—i.e., accurate and detailed presentation of their local philosophies. The Hindi edition meets this need by expanding a class already provided for—Indian philosophy—in DDC 18. However, the Arabic edition and Turkish edition use DDC 16 (or 15) which provides only a divide-like instruction through which modern philosophies of the countries not presented in DDC may be classed. This guideline is followed only partially by AE and TE. It could be concluded that guidelines and options provided by DDC do not necessarily lead to harmonious adaptations by the local editions.

Furthermore, neither DDC 15 nor DDC 16 had any guidelines for emphasizing religion-based philosophies or ancient philosophies. According to these DDC editions, ancient philosophies may be classed under 181.9 leading to long notations for various countries. Still, there were no guidelines in DDC 16 for classing Islamic philosophy. Consequently, lack of any reasonable options in these editions of DDC has caused the local editions to choose their own classes for their locally-important topics (e.g., 181.2 Islamic philosophy). The more recent options provided by DDC 17-19 could perhaps lead to more harmonious adaptations by future local editions.

Class 200—Religion

In order to attain a more comprehensive view of the classifications of Islam, in addition to the MEDDCs reviewed in this study, two other classifications are also considered—namely, a Pakistani edition (PE) and Sardar's Outline of Classification of Islam.[12]

The basic adaptation of this class by MEDDCs, except for the Hindi edition, is in respect to the classification of Islam. The study of the expansions of the classification of Islam by the MEDDCs points to two general conclusions. The first one is in respect to the notation for Islam, and the other is in regard to the main subdivisions that ought to be classed under Islam. Except for the Arabic edition, all the MEDDCs use the DDC notation 297 for Islam. This notation is recognized internationally. Retaining Islam at 297 not only keeps an internationally-known notation for this religion, but also helps maintain some harmony and standardization among the MEDDCs and the Western editions of DDC which do not revise or expand the classification of Islam. Therefore, based on the preference of the clear majority of MEDDCs for

TABLE 2
Adaptations in Class 100 (Philosophy) of MEDDCs

DDC Proper	*AE* *DDC 16, ADDC 8*	*HE* *DDC 18*	*TE* *DDC 15 & 16*
149 Other philosophical topics	# 149.5 Mysticism *to* Sufism		
181 Oriental philosophy			+ 181.2 Islamic philosophy + 181.21 Turkish philosophy
		• 181.4 Indian philosophy	
	+ 189 Medieval Islamic philosophy, including Sufism		
190 Modern Western philosophy	# 190 Modern Western philosophy *to* Modern philosophy		
199 Other modern philosophies	# 199 Other modern philosophies *to* Modern Eastern philosophy including modern Arabic and Islamic		
			+ 199.56 Turkish philosophy + 199.563 Middle and Near Eastern philosophies
	+ 199.9 Other modern philosophies		

DDC Proper = Specific DDCs used by the local editions
\# = Change of notation and/or terminology
• = Expansion of a subclass
+ = Addition of a subclass

TABLE 3

ADAPTATIONS IN CLASS 200 (RELIGION) OF MEDDCs

DDC Proper	*AE* *DDC 16, ADDC 8*	*FE* *DDC 17 & 18*	*HE* *DDC 18*	*TE* *DDC 15 & 16*
201-209 Form division	# 201-209 Form division *to* 200.1-.9			
210 Natural theology	# 210-219 Natural theology *to* 201-209			
275 Christian Church in Asia			+ 275.4 Christian Church in India	
290 Other religions and comparative religion			* 294 Religions of Indic origin	
297 (DDC 15) Muhammedanism (DDC 16) Islam (DDC 18) Islam and religions derived from it	# 297 Islam *to* 210 * 210 Islam	* 297 Islam		* 297 Islam

DDC Proper = Specific DDCs used by the local editions
= Change of notation and/or terminology
* = Expansion of a subclass
+ = Addition of a subclass

denoting Islam by 297, it would be helpful if DDC encouraged the use of this notation by declaring its preference for it.

Second, the study of the first main subdivisions under Islam by the MEDDCs reveals that although different terminologies are used to express various Islamic concepts, the outlines of these classifications are, in fact, quite comparable. For example (as shown in table 4) under 297.4 (or 214) the MEDDCs express Dogmatics of Islam through the following terminologies: Foundations of faith, Kalam and Aqa'id (Scholastic theology), Creed and scholastic theology, and Aqa'id and Kalam. Thus, after the various terminologies are translated into terms which have the same conceptual meaning as the terms used by MEDDCs, it is clear that these editions, at least at the level of the main outline, are quite comparable. The presentation of a suggested international outline for Islam was not so much to suggest that an international classification of Islam be based on this outline, but rather to emphasize the amount of agreement that already

exists among the MEDDCs studied here. This outline, with consideration of the three topics not included in it, could be a starting point for development of a truly international classification of Islam based on DDC.

This study and the suggested outline show that in spite of the differences in the cultural backgrounds of the peoples involved in the construction of these expansions of Islam, they agree on most of the fundamental topics on which the scheme should be based. Islamic scholars could then pursue a more in-depth research of the topics that should be classed under the first nine subdivisions of Islam. However, it should be kept in mind that, although a standardized classification of Islam is very much needed, this scheme should be general enough to allow expansions based on local requirements. For example, it should allow the development of the Shi'ite-oriented topics for a country such as Iran or allow the expansion of customs and traditions for Muslim Turks. Therefore, this study and the suggested outline could serve as a preliminary study on the construction of a classification of Islam which would be detailed enough to form a standard system of classification for Islamic literature and yet general enough to allow expansions and inclusions of locally-required topics.

Class 300—Social Sciences

This comparative analysis of the MEDDCs' adaptations in the sociology class indicates that the local editions require adaptations in various areas of this class not previously considered by DDC. The major adaptations here relate to law and public administration. The foreign editions either revise or make many changes in these areas. The recent editions of DDC have been more responsive to this need and provide options for local requirements.

Numerous less extensive adaptations are made by the local editions in the areas of politics, economic ideologies, social welfare, and education. It is important to recognize that the local editions adapt almost exactly the same subclasses in the above areas, but they use different methods. In other words there is a clear need for local editions to adapt the classes listed in table 7. However, in the absence of any suitable guidelines in DDC, these editions each follow their own policies leading to different styles by different editions.

Another conclusion is that except for adaptations of only a few topics, the local editions prefer to replace the U.S. emphasis, rather than use the

TABLE 4
The Nine Main Subclasses Under Islam in MEDDCs

Sub-class	*DDC Islam 297.1-.9*	*AE Islam 210-219*	*FE Islam 297.1-.9*	*HE Islam 297*	*PE Islam 297.1-.9*	*TE Islam 297.1-.9*
.1	Sources	The Qur'an and its sciences	The Qur'an	S A M E	The Qur'an	The Qur'an and its sciences
.2	Doctrinal theology (Aqa'id and Kalam)	Tafsir [Exegesis]	Hadith		Hadith and biography of the prophet	Tafsir [Exegesis]
.3	Forms of worship	Hadith and its sciences	Fiqh and Usul [Jurisprudence]	A S	Law and Jurisprudence	Hadith
.4	Personal religions of Islam	Foundation of the faith [Dogmatics]	Kalam and Aqa'id [Dogmatics]	D D C	Creed and scholastic theology [Dogmatics]	Aqa'id and Kalam [Dogmatics]
.5	Moral theology	Islamic sects	Islamic sects and religions		Sects	Fiqh [Jurisprudence]
.6	Leaders and organizations	Islamic jurisprudence and its foundations	Islamic ethics		Devotional practices and rituals	Islamic creeds [Sects]
.7	Activities	Jurisprudence of Islamic legal schools	Manners and customs		Ethics	Sufism
.8	Sects and other religions	Islamic cultic practices, traditions, ethics	Sufism [Mysticism]		Sufism	Traditions and ethics
.9	—	Biography of the Prophet	Islamic history and geography		History of the Muslim peoples	History of Islam

TABLE 5
Topics Classed at 297.1-.9 (or 210-219) by MEDDCs

Classes	*Topics*	*MEDDCs*
210-	Islam	AE
297.0	Islam	FE, PE, TE
.1	Qur'an	All
.2	Hadith	FE, PE
	Tafsir	AE, TE
.3	Hadith	AE, TE
	Jurisprudence	FE, PE
.4	Dogmatics	All
.5	Sects	AE, FE, PE
	Jurisprudence	TE
.6	Jurisprudence	AE
	Ethics	FE
	Sects	TE
	Devotional Practices	PE
.7	Jurisprudence	AE
	Manners and Customs	FE
	Ethics	PE
	Sufism	TE
.8	Ethics	AE, TE
	Sufism	FE, PE
.9	History of Islam	FE, PE, TE
	Biography of the Prophet	AE

TABLE 6
Suggested Main Subdivisions Under Islam

		Included in
297.0	Islam	FE, PE, TE
.1	The Qur'an	All
.2	Exegesis	AE, TE
.3	Hadith	All
.4	Dogmatics	All
.5	Jurisprudence	All (AE at two levels)
.6	Sects	All
.7	Ethics	All
.8	Sufism	FE, PE, TE
.9	History of Islam	FE, PE, TE

"letter" option, or class their specific topics under "Other...." with longer notations.

Class 400—Language and Class 800—Literature

Because of the similarities and relationships between topics of classes 400 and 800, it is useful to examine whether the MEDDCs follow similar principles in their adaptations in these classes, and whether DDC provides similar guidelines for the language and literature classes. Therefore, in addition to the separate analysis of MEDDCs' classes 400 and 800, a comparative evaluation of these two classes will be presented here.

Class 400—Language

The major adaptations in the language classes of MEDDCs are expansions of their local languages. Also, in order to abridge their editions, they delete—to varied extents—DDC subdivisions of English and other Western languages, as shown in table 8.

None of the MEDDCs find DDC's classification of their local language sufficient and expressive enough for their local libraries. However, the important question is whether they should employ the same or compatible policies in their adaptations. Compatibility or lack of it is the result of the notation they choose to denote local languages. DDC provides two options for placing emphasis on a local language: (1)denoting it with the notation 4*0 (*represents the first letter of the language or a chosen symbol), and classing it before 420; (2) denoting the local language with 410, which is DDC's notation for linguistics, and classing linguistics in 400. The first option appeared for the first time in DDC 17, and the second one in DDC 18. Considering these two options, MEDDCs' choice of notations for their local languages were the following:

AE	FE	HE	TE
410	4F0	410	T420

These notations indicate that three methods have been used for the four languages involved. Thus, one can conclude that DDC's options have not been too helpful toward achieving any form of international standardization in this class. However, before one draws such a conclusion, the DDC editions on which these foreign editions are based should be considered. As expressed in table 7, only the Farsi edition and Hindi edition were pub-

lished after the two cited options were provided by DDC, both of which follow one of these provisions. Moreover, the Arabic edition's adaptations, based on DDC 16, correspond exactly with the option first published in DDC 18. Finally, the fourth local edition, the Turkish edition, is also based on DDC 16. Thus, having no guidelines available to it, one should not expect its notation to correspond exactly with the others. In fact, the idea of the option of using the first letter of a language (first given by DDC 17) started with TE's T240. This notation is quite comparable with 4T0, which would result from DDC's option. However, as noted earlier, none of these DDC options were due to the impact of MEDDCs' adaptations.[18]

Between the two options, it seems that the use of 410 for local languages is more acceptable to the local editions, because first, two editions use this option compared to only the Farsi edition using DDC's letter option. Second, FE's preparation was in fact based on DDC 17, when the new option was not yet available. FE was ready for publication when DDC 18 was published. However, the editors of FE did not publish this work until they compared it with DDC 18 in order to update FE with the changes in DDC 18. Therefore, they had already used the letter option when they had no other option available to them. If they had actually worked with DDC 18 from the beginning, they might have chosen to devote Farsi language with 410 instead of 4F0. Obviously, even if they had a slight preference for the second option, since they had not used a wrong notation and since the Farsi Edition was ready for publication, they still kept their letter notation. In any case, by declaring a preference toward the use of one of the two options, DDC could help the local editions in choosing their option for local emphasis, and could further harmonize the notations of these languages. My suggestion would be to prefer the use of the notation 410 for the local languages.

In addition to the expansions discussed above, a few other minor adaptations are presented in this class of MEDDCs. They are mostly deletions or adaptations made to abridge the local edition and are not referred to in table 7.

Class 800—Literature

Quite comparable with class 400, the major adaptations in class 800 of MEDDCs are the expansions of the literatures of their local languages. The comparative analysis of these expansions corresponds exactly with that of class 400. These expansions and other adaptations of class 800 are shown in

TABLE 7

ADAPTATIONS IN CLASS 300 (SOCIAL SCIENCES) OF MEDDCs

DDC Proper	*AE* DDC 16, 4DDC 8	*HE* DDC 18	*TE* DDC 17 & 16
329 (DDC 15 and 18) Political parties		• 329.01-.08 Specific political parties of the United States to Specific political parties of India	• 329.01-.08 United States political parties to Turkey political parties
329 (DDC 16) United States political parties	• 329 United States political parties to Political parties		
335 Economic ideologies	• 335.7 Christian Socialism to Religious Socialism		
340 Law		• Deletes the United States emphasis	• 340 Law
341.18 Regional International organizations	• 341.19 The Arab League	• 340.59 Oriental law to Hindu law	
345-354 Civil law and administration	• 345-354 Civil law	• 350- United States central or federal to Indian central • 354.73- United States federal and state governments	• 350 Public administration
369 Other associations and institutions	• 369.2 Hereditary, military, patriotic societies of other countries to Hereditary, military, patriotic	• 369.2 Hereditary, military, patriotic societies of other countries to Hereditary, military, patriotic	• Retains 369, 369.1 and 369.2, but replaces "American" with "Turkish"

TABLE 7 (Cont.)

DDC Proper	AE DDC 16, ADDC 0	HE DDC 18	TE DDC 17 & 19
371.9 special education			- 371.974 Negro
377 Religious and moral education	* 377.1-9 Christian religious education to Religious education		• 377.6 Young Muslims' education * 377.8 Christian Church and education to The religion of Islam and education * 377.9 Non-Christian Church and education to Non-Islamic religion and education
378 Higher education	* 378.15 University extension to General services to public		

DDC Proper = Specific DDCs used by the local editions
6 = Change of notation and/or terminology
* = Expansion of a subclass
• = Addition of a subclass
- = Division of a subclass

table 8. As this table shows, the local literatures are denoted with the following notations:

AE	FE	HE	TE
810	891	810	T810

In addition to the expansion of the local literatures, the local editions include a few other adaptations as presented in table 8.

Class 400 v. Class 800

Table 9 presents a comparative view of the notations which constitute the major adaptations in classes 400 and 800 of MEDDCs. All the MEDDCs, except the Turkish edition, choose comparable notations for their local languages and literatures. This order has been achieved not only because the local editions follow the same principles in their 400 and 800 classes, but also because DDC is consistent in providing comparable options in these classes. Therefore, based on the consistent policies used by both the

TABLE 8
ADAPTATIONS IN CLASS 400 (LANGUAGE) OF MEDDCS

DDC Proper	*AE* DDC 16, 480C 8	*FE* DDC 17 & 18	*HE* DDC 18	*TE* DDC 19 & 20
401-409 (Divisions of Language)	ø 401-409 (Divisions of Language) *to* 400.1-400.9		ø 401-409 (Divisions of Language) *to* 400.1-400.9	
410-419 Linguistics	ø 410-419 Linguistics *to* 401-409		ø 410-419 Linguistics *to* 401-409	
467.02 Middle Spanish				+ 467.021 Judezmo (Ladino)
490 Other Languages	• 429 Arabic • language *to* 410-419	ø 491.5 Iranian • languages *to* 490-499 Farsi language	ø 491.2 Hindi • language *to* 410-419	ø 494.3 Turkic • languages *to* T420-T429

DDC Proper = Specific DDCs used by the local editions
ø = Change of notation and/or terminology
• = Expansion of a subclass
+ = Addition of a subclass

local editions and DDC, a harmony is achieved between these two classes of at least three of the local editions.

As noted earlier, the Turkish edition was published before any of these three DDC options were provided. Therefore, one cannot blame its editors for using notations that are not comparable with the others. However, even in DDC 15 or 16 the same languages are denoted with comparable notations in the 400 and 800 classes (e.g., 420 and 820, or 430 and 830 for English and German languages and literatures respectively). Thus, one would expect TE to denote Turkish language and literature with either T420 and T820 or T410 and T810. The future editors of TE should try to avoid this notational discrepancy.

To conclude, the major attention of the local editions in class 400 and 800 is toward expanding the classification of their languages and literatures. The content and structure of these expansions represent the unique features of these languages. Obviously, DDC cannot provide unique schemes for all languages, but it could present the major divisions comparable with those presented in the local editions. DDC could be a stronger force in guiding the edition of locally-expanded sections to class their local languages according to a simple standardized order. This goal is already being achieved partially by DDC through its provision of the previously-cited options in both 400 and 800 classes. As noted earlier, in order to achieve more compatibility, it would be useful if DDC indicated a preference toward the use of one of the two options, or even better, would provide only one alternative option.

Class 700—The Arts

As shown in table 10, the adaptations in the arts class of MEDDCs present interesting and quite notable features. These features, as enumerated below, range from general to specific:

1. The three MEDDCs pay unequal attention to their national and religious topics. While the Hindi edition is only interested in Indian national features, the Arabic edition pays more attention to the religion of Islam, and yet the Turkish edition is interested in both Turkish and Islamic topics.
2. In this class the local editions do not present large expansions of similar topics such as the local languages in the language class. Instead they present adaptations of numerous topics shared by all of them.

TABLE 9

ADAPTATIONS IN CLASS 800 (LITERATURE) OF MEDDCS

DDC Proper	*AE* *DDC 16, ADDC 8*	*FE* *DDC 17 & 18*	*HE* *DDC 18*	*TE* *DDC 15 & 16*
808.04 Composition in specific languages			+ 808.041 Composition in Hindi	
810-819 American literature	# 810-819 American literature *to* 820-829 along with English literature		# 810-819 American literature *to* 820-829 along with English literature	
823 English Fiction			+ 823.1 English fiction by Indian writers	
879.9 Romance languages				# 879.9 Romance languages *to* 879.1
879.99 Other Italic languages				# 879.99 Other Italic languages *to* 879.9
890 Of other languages	# 892.7 Arabic • literature *to* 810-819	# 891.5 Iranian • literatures *to* 8F0-8F9 Farsi literature	# 891.2 Indic • literature *to* 810-819 Hindi literature (also expands other Indic literatures without change of notations)	# 894.3 Turkic literature *to* T810-T819

DDC Proper = Specific DDCs used by the local editions
= Change of notation and/or terminology
• = Expansion of a subclass
+ = Addition of a subclass

3. Most of the time the local editions follow DDC instructions for local emphasis. However, since DDC often provides more than one option for local emphasis, incompatible adaptations are followed by different MEDDCs.
4. Almost all of the main subclasses of the arts—namely, architecture, sculpture, painting, music, dance, and theatre—have been adapted by at least two of the local editions. These adaptations clearly present the cultural needs reflected in the local editions. Often these adaptations are not compatible because either they are based on different DDC options or, in the absence of a DDC option, they are formulated by the local editions, or the local edition ignores the DDC option and forms its own adaptation. These adaptations could be used as guidelines by the DDC editors to note the subclasses where local provisions may be needed. Also, these adaptations point to the areas where DDC's preference for an option for local emphasis would be useful.
5. In several subclasses the local editions ignore DDC's instructions which lead to long notations. Instead they build their own notations, sometimes using a notation already used by DDC for another topic. In some cases DDC could provide notations at least one digit shorter than those currently used in its editions. Generally, the local editions seem to follow DDC's instructions more often if they lead to a reasonably brief notation and ignore those that present the local editions with long notations of about ten digits.

TABLE 10
MEDDCs' Notations for Local Languages

	AE	*FE*	*HE*	*TE*
Class 400	410	4F0	410	T420
Class 800	810	8F0	810	T810

Class 900—General Geography and History

In this class the MEDDCs present adaptations which are not as compatible with each other as those in some of the previous classes. The Arabic edition pays special attention to the history of Islam as a political entity. This cannot be compared with the emphasis on the history and geography of any single country. Neither can DDC easily make a guideline for such

emphasis because it is a unique situation not shared by other countries or regions. On the other hand, the Turkish and Hindi editions have similar interests—that is, better and more detailed presentations of the history and geography of their countries. Yet there is no compatibility between their adaptations, since TE is based on the DDC editions which have no guidelines for such adaptations. Therefore it is reasonable to assume that the future local editions of DDC—which use the guidelines and instructions available in this class—may present more compatibility in this class than the editions studied here.

THE FINDINGS

Characteristics of the Adaptations in the MEDDCs

1. Although MEDDCs include large expansions of many areas of local interest, their adaptations consist mainly of deletions of classes in order to form a more concise edition. For such deletions they tend to follow the abridged editions of DDC. However, they are generally less abridged than DDC's abridged editions.
2. MEDDCs usually emphasize the following areas: philosophy, national religion(s), education, public law and administration, various forms of social organizations, local language and literature, national forms of arts and sculpture, and history and geography of their country. The emphasis on these topics often does not result in the formation of the same expansions for various classes by MEDDCs. However, the expansions are either compatible with each other or could be revised to be so (e.g., expansions of local languages and literatures).
3. Islam is a major factor in most of the adaptations of MEDDCs (except for the Hindi edition). Not only do they present large expansions for this class, it is a dominating factor in their choice of which classes to adapt and how to adapt them (e.g., adaptations in class 700 of the Turkish and Arabic editions).
4. Christianity is the basis of most of their socioculturally-based deletions. Not only do they abridge the DDC's classification for this religion, but also in other classes they delete, abridge or revise most of the subdivisions related to Christianity and either replace it with that of Islam, or give no clear emphasis to any religion (e.g., TE's adaptations of 377.8 Christian Church and education, to The Religion of Islam and education [see table 7]).
5. Often the MEDDCs adapt a class not only to give more emphasis to that class or to expand it, but also to give a shorter notation to the topic that

they like to emphasize. Generally, they prefer shorter notations, and they often make adaptations which result only in a shorter notation for a specific class (e.g., TE replaces DDC's 796.812 Wrestling, and 796.815 Jujitsus, with a shorter notation, 796.81 Wrestling and Jujitsus [see table 11]).

6. MEDDCs prefer pure numerical notations to mixed ones. When DDC provides several options for local emphasis of a topic, in most cases MEDDCs prefer the option which leads to a pure notation for the specific class involved rather than one which denotes it with numerals and letters mixed (e.g., except for Indian painting, none of the letter options given by DDC in classes 300, 700, and 900 are used by MEDDCs).
7. MEDDCs avoid inclusion of the auxiliary tables. Although they all include an abridged version of the basic tables (such as the Table of Standard Subdivisions) none of them include all of the auxiliary tables. They include parts of some of these tables in schedules through the expansions of various classes and delete most of the auxiliary tables in order to keep the editions concise and simple.

Shortcomings of MEDDC Editions

Conceptual Errors

1. Some of the expansions are not detailed enough to satisfy the needs of local libraries. For example, the Turkish edition's expansion of Turkish history does not include pre-Islamic Turkish history and the Arabic edition's expansion of Arabic language, although lengthy, only follows the DDC classification for English language and does not include specific features of the Arabic language.
2. MEDDCs fail to expand some of the classes that should be enlarged in these local editions. For example, the architecture class of the Arabic edition is not expanded enough to include various forms of Islamic architecture or names of well-known Islamic buildings; the Turkish edition does not expand its music class to include specific Turkish instruments.
3. Some of the adaptations present incorrect divisions for the classes adapted. For example, the Turkish edition presents wrong subdivisions for Russian language (e.g., it represents Ukranian and Belorussian as subdivisions of Russian), and the Arabic edition incorrectly classes Sudan under North Africa.
4. Some of the expansions do not follow the correct chronological order or the commonly accepted order of classes. For example, the Farsi edition presents a wrong chronological order for pre-Islamic Iranian languages

TABLE 11
Adaptations in Class 700 (The Arts) of MEDDCs

DDC Proper	*AE* DDC 16, ADDC 8	*HE* DDC 18	*TE* DDC 15 & 16
709 History of Art	+ 709.1 Islamic art		
722 Ancient and Oriental architecture			
722.4 South and Southeast Asian		+ 722.41 Indian architecture	
723 Medieval architecture	# 723.1 Early Christian architecture *to* Islamic architecture		
723.3 Eastern architecture			+ 723.33 Iranian architecture + 723.35 Turkish architecture
724.1 Renaissance architecture			+ 724.15 Turkish architecture
724.9 20th century architecture			+ 724.956 Turkish architecture + 724.9563 Near Eastern architecture
726 Ecclesiastical architecture			+ 726.1 Temples + 726.2 Mosques and Muslim theological schools
		+ 732.41 Indian	+ 726.28 Minarets
726.8 Mortuary architecture		• sculpture	+ 726.3 Synagogues
732 Primitive, Ancient, Oriental sculpture			+ 726.82 Grave
732.4 South and Southeast Asian			
734.5 Eastern sculpture	# 759.1 North American painting *to* Painting in the Arab world	+ 759.1-.94 Indian • painting	
735.29 20th century sculpture			+ 734.56 Turkish sculpture
749.29 Other furniture and and accessories	# 759.2 English painting *to* English and North American painting		+ 735.2956 Turkish sculpture
759 History of painting			+ 749.2956 Turkish furniture

759.95 Asian painting			+ 759.953 Arabic painting + 759.954 Hindi painting + 759.955 Iranian painting + 759.956 Turkish painting + 759.9563 Near Eastern painting + 759.96 American painting
780.9 History and local treatment (of music)	# 780.9 History and local treatment, adds to it: "Including Eastern Music"	+ 780.958 History of Indian music + 780.95401 Ancient + 780.95402 Medieval + 780.95403 Modern	+ 780.956 History of Turkish Turkish music
781.24 Music notation			+ 781.241 Turkish music notation + 781.242 European music notation
783 Sacred music			+ 783.1 Islamic religious music + 783.11 Mosque music + 783.12 The music of dervish convent
784.7 Other songs			+ 784.75 Turkish folk songs
785.4 Dance, salon, theater and reduced orchestras and music			+ 785.43 Turkish dance music and other folk dance music
792.09 History of theatre		+ 792.0954 Indian theatre and stage presentation	+ 792.0956 Turkish theatre
793.3 Dancing			+ 793.35 Turkish dancing
793.31 Folk and national dances		# 793.32 Folk and national • dances *to* Indian dancing	

DDC Proper = Specific DDCs used by the local editions
= Change of notation and/or terminology
• = Expansion of a subclass
+ = Addition of a subclass

(e.g., FE places Old Persian before Avestan, when historically the use of Avestan started two centuries before Old Persian); the Hindi edition's scheme for the Religion of Indic Origin does not follow the correct chronological development of these religions (e.g., HE classes Sikhism, Buddhism, and Jainism as subdivisions of Hinduism and in that order, rather than in their correct chronological order which is Jainism, Buddhism, and Sikhism).

5. Some of the adaptations aimed at abridging the MEDDCs are made without considering potential future developments in the classes being abridged. For example, MEDDCs often use a DDC notation for classing one of the subdivisions of the topic which that notation represents. Thus, should the literature on the deleted class expand in the future, the local edition would have trouble classing this topic since it has already used that topic's DDC notation for classing one of its subdivisions.

Editorial or Technical Mistakes

1. When following a DDC option, divide-like instruction, etc., MEDDCs often make mistakes in giving proper notations to these classes. For example, the Turkish edition's failure to correctly follow a divide-like instruction from DDC and use the Table of Area Notations leads this edition to denote Geography of Turkey with the notation 915.56, which is in fact the DDC notation for an Iranian province.
2. Sometimes MEDDCs follow inconsistent policies in denoting parallel or comparable classes. For example, the Turkish edition denotes Turkish language with T420 and Turkish literature with T810; and the Arabic edition follows an inconsistent policy in denoting the history of various Arab states.
3. MEDDCs are often inconsistent in the use of terms to express comparable concepts. For example, the Hindi edition uses "Northern" in its architecture expansion and "North" in its sculpture expansion.
4. MEDDCs' presentation of their schedules often contain typographical mistakes. Correct and pleasing typography is an important feature of any publication. It is especially important in a classification system where typographic features, such as indentations, are a major factor. Incorrect indentation among the classes in a classification scheme is more than just a typographical mistake—it causes expression of incorrect relationships among classes. In some areas of the MEDDCs, while the notations express specific class and subclass relationships among the entries, the indentations suggest a different one. MEDDCs should closely follow the DDC for accurate and systematic indentations among the entries.

The Needs of Future DDC Editions and Future MEDDCs

In order to have compatible MEDDCs, or generally, in order for DDC to be used compatibly in different countries, both DDC and MEDDCs have some needs and requirements that ought to be satisfied. Some of these are the following:

1. DDC should have a broader international outlook. The current DDC policy for including a class in the schedules is the topic's literary warrant. This policy does not consider the difference in the number of books published each year in the West compared to what is published in the Middle East or similar regions of the world. Since the number of books published in the Middle East is much smaller than that published in the West, hardly any topic of interest to this region will have enough literary warrant to justify its inclusion in the DDC schedules. Therefore, the DDC editors should consider a smaller number of books published on a topic in the Middle East as constituting literary warrant for inclusion of that topic in the schedules and a larger number for those of the West.
2. DDC needs a channel through which librarians of the Middle East can formally and systematically present their views and needs to the DDC editors.

The Needs of Future MEDDCs

1. Future MEDDCs need some guidelines which would bring to their attention classes and subclasses that should be considered for inclusion or adaptation.
2. They need technical and editorial assistance in the development of the editions. Especially, they need technical assistance with their expansions and formation of new notations.
3. They need instructions from the Dewey Classification Editorial Policy Committee (DCEPC) for the treatment of local emphasis of many topics for which the present DDC editions do not present any options.

Suggestions for Future DDC Editions

1. Avoid letter options and return to pure numerical notations.
2. Whenever giving more than one option for local emphasis, DDC should provide a preference for one of them. However, it is questionable whether DDC should provide more than one option for local emphasis. This study shows that too many options often cause confusion and

TABLE 12
Adaptations in Class 900 (History & Geography) of MEDDCs

DDC Proper	*AE* DDC 16, ADDC 8	*HE* DDC 18	*TE* DDC 15 & 16
915 (Ancient) geography of Asia	+ 915.3 Arabic world		+ 915.56 Geography of Turkey
930 General history of Ancient world to ca. 500 AD.		• 934 India *to* India (Ancient India)	
932 Egypt to ca. 640 AD.	• 932.01, 932.02 Egypt *to* 932.1, # 932.2, and adds 12 subdivisions		
939 Other parts of the world to ca. 640 AD.		+ 939.2-.8 Asia Minor to Southeast Europe	# 939 Other Ancient civilizations *to* Ancient Turkish civilization
953 Arabian Peninsula	+ 953.01-.09 Period divisions # 953.1-.9 Geographical • divisions		
954 South Asia India		# 954.01-.04 Medieval and • modern Indian history	
956 Near East (Middle East)			# 956 Near East *to* Universal Turkish and Near Eastern history
956.1 Turkey			- 956.1 Turkey + 956.01-.17 History and geography of Turkey + 956.3- Near East (Middle East)
956.92 Lebanon	# 956.92 Lebanon *to* 956.6		
956.94 Israel (including Palestine)	# 956.94 Israel (including Palestine) *to* 956.9 Palestine + 956.99 Israel		

DDC Proper = Specific DDCs used by the local edition
= Change of notation and/or terminology
• = Expansion of a subclass
+ = Addition of a subclass

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incompatible adaptations by local editions. DDC should systematically review the use of various options by libraries outside the United States and abandon the options that are seldom or never used by these libraries.

3. Provide compatible options in various classes. For example, DDC gives a letter option for local emphasis at 759.1-9 Geographical treatment (of painting and paintings), but it provides no comparable options for other forms of art such as architecture or sculpture.
4. Consider the adaptations and revisions in MEDDCs for the internationalization of future DDC editions. The MEDDCs should be used as one of the sources to be consulted for internationalization of DDC.
5. In order to keep the DCEPC informed of the specific needs and requirements of the Middle Eastern libraries, it should have formal and systematic correspondence with representatives of this area. It might be fruitful to have a representative of this region on this committee as there are representatives of Great Britain and Canada.

Recommendations for Future MEDDCs

1. Before attempting to translate and/or adapt an edition of DDC, the MEDDC editors should examine that particular DDC edition and study the reviews on it to ascertain that it is a good edition to be used as the basis for their adaptations. It might be better for a MEDDC to postpone its publication until a better edition of DDC is published rather than using a poor edition of this scheme (e.g., the Turkish edition has a poor foundation since it is based on DDC 15).
2. MEDDC editors should try to follow the DDC options and instructions for local emphasis. Also, when more than one option is provided by DDC, they should try to follow the one preferred by DDC. This process would harmonize local editions of this scheme. Also, when in doubt they should consult the existing foreign editors and try to make adaptations compatible with them.
3. Consult specialists for translations and adaptations of various areas in order to avoid the following: conceptual mistakes in the adaptations; neglecting areas in need of adaptations; neglecting special and unique features of the classes being adapted; and excessive emphasis on local topics—such as Islam—which have an international perspective.
4. Maintain close contact with the Decimal Classification Editorial Policy Committee, study the changes and revisions of future DDC editions, and if relevant, incorporate such new revisions in the local editions.

5. Avoid use of a DDC notation for classing one of the subdivisions of the topic which that notation represents in DDC.
6. Include summaries for various classes as in the DDC.

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